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Quarterly Report April to June, 2009



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EQUIP2: Education Policy, Systems Development, and Management

I. Objectives of EQUIP2

The Education Quality Improvement Program 2 (EQUIP2) Leader with Associates (LWA) Award for Education Policy, Systems Development, and Management was awarded on January 30, 2003. The broad objectives of the Cooperative Agreement are to:

- Assist countries to develop, manage, and monitor education sector policies and plans that support national macroeconomic plans;
- Reinforce the national Education for All (EFA) planning committee, the decentralization of education, and the involvement of civil society in planning for education and out-of-school children and youth programming;
- Support the design, development, and improvement of education data collection, storage, analysis, and application systems; and
- Strengthen education administration, management, finance, and planning.

The report is divided into sections addressing the Leader and Associate Awards.

II. Leader Award: Activities and Accomplishments, April to June, 2009

The quarter ending June 30, 2009 includes work done in April, May, and June 2009. The primary activities focused on completion of the field work for the school effectiveness case study in Honduras; initiation of the Patterns analysis, field interviews for the Nicaragua education reform case study, presentations in Guatemala and Ethiopia on findings of the school effectiveness studies, and support to the Honduras project in engaging with the Ministry of Education about strategies for institutionalizing *Educadores*. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management in this period were focused on implementing the current activities, with a primary focus on the school effectiveness and capstone work, and planning for an EQUIP2 retrospective. Interns to support the school effectiveness and patterns studies were recruited and hired for summer work. Both interns were from the Harvard Graduate School of Education. Hiba Rahim recently completed her MA in education policy, and Analia Jaimovich is completing her Ph.D. program.

Cost-Share Activities

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research.

EQUIP2 Communications

During the second quarter of Project Year 2009, EQUIP2 Communications focused on the dissemination of existing products and the development of new products.

When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at:

<http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>

From April to June 2009, EQUIP2 disseminated approximately 100 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling, Education Reform Support*, and the Meeting EFA: Complementary Education Case Studies.

The EQUIP website accumulated 672,493 total hits. The website had 120,574 total views and 54,782 unique visitors during the quarter. The EQUIP2 portion of the website is located at

http://www.equip123.net/equip2/index_new.html.

Achieving EFA Goals through the Use of Cost-Effective Approaches and Alternative Models that Reach Underserved Populations

The school effectiveness work has continued with the completion of all field work and data collection in Honduras during April and May. The collaboration with CARE in Honduras was very effective and resulted in highly detailed data, which will be analyzed over the coming month. The EQUIP2 team also presented the draft findings and implications for the Ethiopia and Guatemala studies. Joe DeStefano presented the findings to Save the Children/Ethiopia and USAID/Ethiopia, and discussed implications and possible programmatic solutions. John Gillies presented the findings to USAID/Guatemala and education partners, as well as Save the Children/Guatemala, and discussed the planned programmatic response. Extensive discussion with the education partners indicated that the findings were consistent, and even possibly understated in terms of time lost to school closing and teacher absenteeism.

Donor Effectiveness and Education System Reform

The “capstone” research on education system reform moved forward on several fronts. Extensive comments on the initial draft were received from EQUIP2 members after the partners meeting, and analysis of the cases continued. The Nicaragua case study was initiated with assistance from Anita Sanyal, a doctoral student at University of Maryland who is doing her dissertation research on decentralization in Nicaragua. In May, John Gillies and Kirsten Gallison traveled to Nicaragua to interview current and former Ministry, USAID, NGO, and other donor stakeholders.

Other Program Support

A team led by Arushi Terway initiated detailed document review for the EQUIP123 patterns study, starting with EQUIP2 projects. We are pending receipt of EQUIP1 and EQUIP3 documentation.

John Gillies travelled to Honduras in support of the EQUIP2 MIDEH project, presenting the findings of a sustainability analysis of Educator for the Minister of Education. With the pending termination of USAID financial support to Educator, the donors and Ministry are reviewing options for creating institutional sustainability for the complementary education system.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending June 30, 2009

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	7,974,013	205,814	8,741,613	
Federal Share	7,163,416	205,814	6,825,489	337,927 ++
Recipient Share*	810,597	0	1,916,124	(1,105,527)
Total Cost Share %**		0	28.07%	

* Recipient share of obligation (cost share requirement of AED) amount is proportionate to the obligated amount (Obligation/Budget*Contract cost share requirement).

** % of federal share amount.

++ remaining balance does not include funds committed to subcontracts and consultants.

III. Associate Awards: Activities and Accomplishments, April – June, 2009

Existing Associate Awards

Projet AIDE/Djibouti

This past quarter, the majority of the activities under the project's first component "Decentralized teacher Training" were finalized. All training activities pertaining to teaching content and techniques of animation and evaluation as included in the national training plan were implemented, and their assessment and new directions for the next plan is underway. Susan Schuman, Teacher Education Specialist worked with the Project's Teacher Education Advisor and the National Professional Training Center of the MOE (CFPEN) to conduct a workshop gathering a core group of inspectors to develop a training policy.

On the EMIS component, Mr. Kurt Moses, AED's Director for Systems Services Center and an EMIS technical expert provided in country support to the production of the statistical yearbook

and the ED*ASSIST application. The statistical yearbook was finalized and submitted to the MOE on June 30, and is currently being published.

Another major accomplishment was the MENESUP approval and issuance of the circular letter defining FQEL (Fundamental Quality and Equity Levels) and its use as a planning and management tool. *Projet AIDE* conducted a training of trainers' for 10 pedagogical advisors who in turn trained school administrations and communities within their districts on how to use FQEL to diagnose their schools, identify issues and propose improvements. The workshops were a great opportunity for school directors and PTAs to diagnose their schools using the new tools. As a result, 94% of the schools developed an action plan based on the diagnosis made by their representatives.

Under the out-of-school youth component, 18 receptionists graduated in mid June from the training program conducted by "Association Femmes Actives", a local organization. Out of 20 original female participants, two dropped out because they were hired while doing their practical training. Two additional women obtained employment upon completion of the training program. The training activity was coupled with an internship program, made possible by the Service de l'Insertion Professionnel. During the internship program, one of the interns was able to secure a job. *Association Femmes Actives* expressed its intention to continue assisting the other beneficiaries in finding a job or another opportunity for internship.

An agreement was signed between another training center, "Centre de Formation Pour Jeunes Filles et Femmes de Balbala" and *Projet AIDE* to train 30 out-of-school girls in the maintenance of computers. The agreement was extended to a local enterprise, "Filgafoire", to ensure the practical part of the training. The program is designed so that the beneficiaries will be practicing at Filgafoire during the months of July and August when the center is closed.

Egypt Education Reform Project (ERP)

The ERP Equip2 project ended March 31, 2009

El Salvador

EQUIP2 El Salvador has concluded the first exercise of the National Education Accounts, becoming the first country in Latin America and the fourth in the world to develop this information system. The NEA incorporates information about the educational investment of individual families, the private sector, municipalities, the Ministry of Education, and schools. The Ministry of Education has used the NEA as a resource for decision making regarding important education policies that will increase the amount of state funding designated for the education sector. Based on information from the NEA, the Ministry of Education has developed proposals to make secondary education free, as well as to augment the budget for school snacks and school transportation.

In several workshops and interviews held with staff from the public school system, the subject of multi-grade classrooms was a topic of concern among many educators. EQUIP2 El Salvador responded by supporting the MINED in the development of materials for multi-grade classrooms with the technical assistance of AED multi-grade language specialist, Marina Solano. With Marina's help, the Project has developed the contents of materials for language, mathematics,

science and social studies in the fourth grade, and language and mathematics in the fifth grade. These materials were recently submitted to the MINED for review.

In coordination with the MINED, EQUIP2 El Salvador developed a strategy to strengthen best practices of school management. Throughout the last quarter, public school principals received training on the use of simple and practical technical tools that will contribute to improved quality education. The principals were taught skills that were included in the Effective School Management Series that the Project supported. A total of 93% of school principals in El Salvador were trained over two of the documents in the series.

EPDC

EPDC completed uploading new data for 28 countries from its annual data collection from administrative websites; included calculations and projections for primary, lower and upper secondary completion rates (new indicator) in *ProEnrol* and *ProjecTrend* models and uploaded completion rate data into the data system; and updated graphs, maps, and profiles with the newest data available and uploaded into the new website, which will be released to the public next quarter. EPDC further developed the HIPE model and completed several rounds of data collection to calculate and project financial gap for 50 EFA off-track, low income countries for UNESCO's 2010 Global Monitoring Report. EPDC produced an automated district-level education profile and a manual for training and workshop at Zambia MOE and modified the HIPE model to project teacher and budget needs by teaching subject in secondary schools for training and workshop at Namibian MOE. As a response to the mid-term evaluation from JBS/Agguire, EPDC started to redesign its website with a team of consultants and interns who are modifying the website with new and updated search engines including Google Earth. EPDC modified DHS Stata .do files with the newest Stata .do files developed for MICS datasets.

Ethiopia

This quarter was exciting as well as challenging. During this quarter we completed the reprinting of the WCB training modules, disseminated the materials required for the training to various training venues, and completed the selection of trainees in cooperation with the RSEBs. The project conducted WCB training for a total of 231 (76.5%) woreda officers out of the planned 302 participants for the quarter. The Kebele Education and Training Board (KETB) Members' Training assigned quota to all regions and selected trainees and conducted KETB members' training for 638 (97.58%) participants drawn from all regions out of the planned 652 trainees for the quarter. The School Principals Training reprinted and distributed training modules to regions and conducted principals' training for 1145 (98.7%) participants out of the planned 1160 trainees drawn from nine regions. The project completed the LAN system upgrading for Afar and Amhara RSEBs. The project provide technical support and supervision visits were carried out in April in 34 PMIS woredas and two RSEBs and the problems of malfunctioning computers and printers were solved. On-the-job training was given on updating personnel data on regular basis. The project also conducted a data collection workshop for 30 participants (two participants from each woreda); the data collection process was carried out by 75 employees and data entry was completed.

This is a very busy time of the year for everybody in the education sector which has made the scheduling of workshops and the completion of activities difficult. The exceptionally high turn-

over of staff continues to challenge sustainability of all programs as education officers, primary school principals, or TEI staff whom the project has trained have shifted to other positions often leaving behind little information to help the new staff member carry on the functions for which we trained him or her. This has caused difficulties, for example, in completing the Authorware lessons in the TEIs and in implementing the PMIS in the woredas. .

Georgia (GEDA)

The Georgia GEDA project closed on February 28, 2008.

Ghana Basic Education Comprehensive Assessment System (BECAS)

The Ghana BECAS project closed on January 31, 2007.

Guatemala Social Investment and Policy Dialogue (SIPD)

The Guatemala SIPD project closed October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.

Honduras MIDEH

The EQUIP2 MIDEH Project undertook several activities this quarter to promote education reform in Honduras. From April 20th-24th, the Project assisted in coordinating the Global Action Week for Education, in which 25 NGOs working to eradicate illiteracy in Honduras set up booths in malls and parks for the public to gather and learn about different national education programs and EFA goals. On April 27th, a ceremony was held to honor those mayors with the highest investment in education. There were 225 participants in the ceremony, which included mayors, the Minister of Education, and high-level representatives from the government, business, and NGO communities.

Over the past quarter, EQUIP2 MIDEH has also worked to increase access to pre-school education. The Project hosted a workshop to promote the Pre-School Education Policy with authorities in attendance from the highest level of the Secretary of Education, as well as NGOs, international corporations, and the central government. During the workshop, a Policy Advisory Committee was formed, the definition of the policy was outlined, and a timetable of next steps was developed. The Project also drafted a pilot plan for evaluating the performance of community pre-school centers.

EQUIP2 MIDEH continued to support the Ministry of Education through decentralized training and technical assistance. The Project developed and implemented a training-of-trainers workshop for field staff from 12 departments on how to effectively teach mathematics, with support from JICA. EQUIP2 MIDEH also worked together with alternative education programs such as EDUCATODOS and PRALEBAH to support the recovery of students who had dropped out of the traditional education system and to gain information to reduce the number of future drop-outs.

Jordan ERfKE Support Project

The Jordan Project closed on November 30, 2008.

Liberia LTTP

The Liberia Teacher Training Program, now in its third year, is supporting the re-establishment of the teacher training system for Liberian teachers, working with the Ministry of Education (MOE) at both the newly reconstructed Rural Teacher Training Institutes (RTTIs) and the University of Liberia's College of Education.

This past quarter was notable for the graduation of the first cohort of new primary school teachers in over 20 years at the country's RTTIs. At the campuses at both Kakata and Zorzor 449 trainees were awarded the "C" Certificate in the presence of the country's President, Ellen Johnson-Sirleaf. Also in the six counties of Nimba, Lofa, Montserrado, Grand Gedeh, River Gee, and Maryland, in-service teachers successfully closed out the field-based phase of a comparable year-long in-service "C" certificate teacher education program. Over 540 teachers of these primary school teachers, now in service, will be returning in July for the final residential phase at the RTTIs and are anticipated to successfully complete and be awarded their "C" Certificate. Importantly, both of these teacher education programs are structured around the Standards for the Professional Liberian Teacher developed in by LTTP in coordination with the MOE in 2007. These graduations also represent the final phases of revision and editing of fully documented programs of certificate training – program procedures, assessment tools, observation protocols, and training session for instructors and trainees. This quarter, revisions were underway for the Pre- and In-Service Certificate programs, RTTI Student Manual, Staff Policy Guide, Teacher/Trainer Field Experience Guide, PTA Operations Manual, and the Principals' Modules for Certification. In anticipation of new cohorts of teachers in the coming academic year, intensive MOE recruitment and screening efforts were supported by the project to identify new trainees and prospective trainers for MOE hire. MOE orientation sessions with county and district education officers were held to facilitate the nationwide student recruitment process. Additionally, a three-week Training of Trainers program was begun to prepare existing and 15 newly hired MOE trainers for the coming year's programs.

Significantly, to support the integration of technology into teacher educational instruction, a two-week pilot was conducted at the Kakata RTTI in April to train teacher trainees to use selected technologies (video camera, laptop, portable device), integrate use of video into student trainees' field experiences, and improve student trainee's teaching performances. This brief pilot reinforced the value of extending this effort in future LTTP activities.

At the University's College of Education, the Teacher Education Program Standards (TEPS), developed in a process facilitated by the program, were approved by Minister of Education Joseph Korto and Deputy Minister Michael Slawon. The College of Education's Self-Study, based on the TEPS, was also completed and now ready to guide future planning and improvement efforts at the College.

Malawi EDSA

Technical achievements for the Education Decentralization Support Activity (EDSA) in the second quarter include completion of a policy framework for Malawi's National Education Sector Plan (NESP) and completion of district assessments in the six EDSA target districts. The NESP is a ten-year plan that guides the expansion and improvement of

education in Malawi and forms the basis of all investment in the sector by the Government of Malawi and development partners. The NESP Overarching Framework draws together the main elements of the NESP and other critical policy guidance to present a three-year (2009-2012) sub-NESP plan which lays out the basic elements of NESP, shows the linkages of the NESP to the Malawi Growth and Development Strategy and offers an outline of policies to be considered by MoEST as it endeavors to reach NESP goals and objectives. The Overarching Framework will be used by MoEST and the project to link District Education Plans and School Improvement Plans to the NESP. The framework is currently serving as a key document providing guidance to MoEST development of an Education Sector Investment Plan and the MoEST application for Fast Track Initiative funding.

EDSA completed assessments in the six districts (Mulanje, Mangochi, Blantyre City, Dowa, Dedza, Nkhata Bay) where the project will be supporting the implementation of district and school level capacity building activities. The objective of the assessments is to gain baseline data and initiate dialogue with key district stakeholders to inform EDSA development of district profiles and targeted capacity building activities, and initial implementation of all workplan activities that will reach the district and sub-district levels. District assessments cover the following areas: *Planning, Budgeting, EMIS, Monitoring and Evaluation and Information Use, School Improvement Planning, OVC Bursaries and District Education Networks*. In collaboration with MoEST EMIS Unit staff, EDSA initiated purchase of equipment required to support 10 districts requiring hardware to support implementation of EMIS responsibilities. Project start-up activities completed during this quarter include submission of the Year 1 Project Workplan and Performance Monitoring and Research Plan (PMRP), hiring of the majority of project staff and securing of office space and office equipment.

Mali Education Decentralization Project

The Mali Education Decentralization Program (EDP), was awarded for \$22,500,000 for the period May 1, 2009 - April 30, 2014. The award is implemented by the Academy for Educational Development (AED) in partnership with Education Development Center (EDC) and Research Triangle Institute (RTI).

The Education Decentralization Program is intended to assist the GRM in realizing its vision of a decentralized system that provides quality education for all Malian children. The first objective is to improve the capacity of the Ministry of Education to implement decentralization. EDP will also improve the effectiveness of an increasingly decentralized MEALN by improving intra-ministerial coordination and improving performance of central MEALN services and decentralized services. The second objective is to improve coordination among the Centres d'Animation Pédagogique (CAPs), the Communes and the schools.

With the arrival of the COP in Mali on May 17, a series of start-up activities was initiated to lay an immediate administrative groundwork to facilitate early implementation of technical activities. Financial and administrative procedures were established (bank account opened, first imprest processed, QuickBooks transferred), and contacts were made with local authorities to verify NGO registration requirements and conformity of the AED contracting and benefits package with local labor law.

The start-up process was considerably enriched by early synergies with partner-projects PHARE and PGP2, which had both started up prior to EDP. Capitalizing on the progress of these more advanced projects, EDP was able to “jump onto the speeding train”, participating in major workshops held under USAID auspices in mid-May for Education and Gov/Com Strategic Objectives and stretching strategically and programmatically to meet a number of objectives one to three months earlier than planned—e.g., selection of most of the 75 communes and 9 of the 10 target CAPS, partial selection of NGOs, and work on joint indicators with partner projects PGP2 and PHARE.

Another concern during this period was the progressive elaboration of a Performance Monitoring Plan for the joint use of all new USAID programs. EDP participated in a preliminary analysis of Mission-mandated joint indicators with PGP2 and PHARE during the workshop.

Namibia BES III/PEPFAR (3180-25)

As the BES project winds down, the last efforts are aimed at depth of experiences and sustainable themes and practices. In the latter months of close down, numerous workshops in the north emphasize the use of test information for school self-examinations, the ways to address problematic basic competencies, and the development of self-sufficiency in classrooms to devise materials (e.g., GIGSAW topic identification, math boxes for better math teaching; science projects utilizing local materials for better environmental science). The workshops utilize the teacher resource centers and feature outstanding teachers and trainers from the various clusters. New "experts" are recognized and the approaches and ideas are extended to sustainable cluster work. These final workshops demonstrated the full turnover of activities and expertise to local educators.

A last supported conference brought together the regions and teacher college experts to finalize the approaches and materials for the self-examination for schools. Schools were beginning to utilize the approach to better understand their difficulties and plan improvements to address them. The formalization of the process within Ministry policy gave new urgency to improved practice. Schools that were not seen to be addressing problem areas would be noticed in the quality assurance process, and the establishment of procedures and materials clarified the process for everyone.

The BES 3 program through MSU supported the National Institute for Educational Development, (NIED) in hosting the 2nd national conference of continuous professional development, where more than 80 education practitioners and scholars attended. The theme for this year's Conference - Reflecting on CPD for Teacher Educators: Achievements, Challenges and Lessons Learned- sums up the essence of the Conference which was to empower teacher educators with increased knowledge and understanding of CPD as a tool for teaching effectiveness and enhanced learning outcomes. The importance of research is generally acknowledged but guidance and support are needed. BES has demonstrated the existence of talent and possibilities, and somehow these experiences should encourage more investment and greater research activities.

The BES support to the north is extended nationally with the northern regions undertaking training and discussion to share their experiences with school self-examination, school

improvement planning, and continuous professional development. As the northern region experts work with their southern colleagues, the south is energized to better implement these new national agendas and processes. Although school improvement ideas have been codified in policies for some time, the discussion about common experiences, the deeper explanations and understandings of processes and materials, and the sharing of ways to link the analysis of problems with the development of improvement models begin to mobilize better implementation of the policies and a more positive future to school improvement.

Materials are available now for the National External School Evaluation to be carried out by Programmes and Quality Assurance (PQA) of the Ministry of Education. BES has had a partnership with this movement and helped in the development of the national standards for workshops for team leaders and evaluators, assisted with leadership and management training, and donated lots of equipment to aid the process, including laptops, wireless Internet devices, digital cameras, and printers. PQA is now ready to carry on this process even after project closure and support the goals of ETSIP. BES received a letter of appreciation from PQA for "unwavering financial, material, and human resource input" to their work.

BES continued the support to the Department of National Examinations and Assessment (DNEA) in the development of grade 5 and 7 national assessments. These tests will add to the information available for school self-examinations and help to specify needed achievement improvements and likely areas of weakness. In concert with NIED and PQA, the national assessments will feed into the ETSIP discussions for school improvement.

Pakistan Pre-Step

No update available

Pakistan HEC-FAD

No update available.

Senegal PAEM

During this third quarter, 8th grade students underwent performance assessments in the subjects of Math, Physics/Chemistry, Life Science, and Earth Science. 2000 students were evaluated in the four regions of Fatick, Tamba, Kolda, and Ziguinchor. The resulting data were analyzed and shared among actors within the education system.

Concerning the zero tolerance campaign, the project is proceeding well with the training module on sexual violence which was created and tested on teachers with the area of Rufisque. The next step will be to train 400 teachers in the four targeted PAEM regions. Finally, female recipients of the USAID/SONATEL scholarship program were honored at a celebration recognizing their hard work and excellence. This ceremony was attended by administrative authorities, the USAID Director, the US Ambassador and partners of the PAEM project.

Southern Sudan Technical Assistance Program

Within this quarter SSTAP completed the expansion of the program to place one USAID funded Senior Technical Advisor (STA) in seven out of the ten states of Southern Sudan. The other three STA positions are funded by Multi Donor Trust Fund and implemented by the MoEST; two out

of the three STA has been posted and SSTAP is supporting the recruitment process for the third advisor. After the expansion of the project every state except for one is receiving technical assistance at the SMOE level in education management and program implementation by a technical team consisting of a Senior Technical Advisor and a Diaspora Technical Assistant. During the quarter, the baseline workshop on Institutional Development Framework was conducted to help the SMOE colleagues evaluate the level of institutional development they are functioning at in the various organizational features. SSTAP also conducted Institutional Planning training for Directors of Planning from each of the 10 SMOEs in preparation for the annual SMOE work plan activity.

Uganda Support for Education Management Information System (EMIS)

On November 30, 2005, the Uganda EMIS project came to a close.

Zambia EQUIP2

In EQUIP2 Zambia, the School Management Training Component launched the "Education Leadership and Management Course.". The launch was done by the MOE and attended by 260 educationalists, among them the Provincial Education Officers from all 9 provinces, senior MOE leadership, and the USAID Mission Director. This course will eventually reach all school principals and be a requisite for being appointed as a school principal. The Monitoring and Evaluation Component worked with the M and E Committee of the MOE to ratify the education indicators for the country. The Policy and Research Component had two "Evidence-based Decision Making" workshops with 60 district, provincial and central educationalists. The Institutional Management Component updated the guidelines for the 2010 budget process, emphasizing activity-results based budgeting and worked with provincial staff to build decentralized capacities. The School Health and Nutrition Component worked with the MOE to carry out the first national "School and Health Month" in June

No updates are available for the following projects.

Anticipated Associate Awards:

None